

Social Studies

Grade-Level Expectations

DRAFT

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Introduction

Important Note to Curriculum Developers

This document was developed to show how the benchmark objectives might reasonably be placed in a K-12 Curriculum. Other options are certainly possible based on local needs. To create a spiraled and meaningful curriculum, concepts should be extended across grade levels in order to ensure that they are appropriately introduced, mastered, and applied in the contexts of grade level themes.

Level	Possible Topic/Focus for the School Year
K	Self in family, school, the school's immediate environment, and the Nation
1	Families – Here and in Other Settings of the Past and Present
2	Community – Our Community and Communities in Other Places
3	Communities – Our Community, Its History, How It Is Governed, How People Earn a Living in It, How it Relates to the Nation
4	Missouri History and Missouri Geography in the Context of United States Regions
5	American History: The Peoples of America Before Columbus, The Arrival of Europeans, The Colonies, The Revolution and New Nation, The Expansion of the Nation, Early Industrial Revolution, The Civil War
6	Option 1: World Geography; Option 2: World History: Ancient Times to the time of Columbus
7	Option 1: World History: Ancient Times to the time of Columbus; Option 2: World Geography
8	United States History from the Columbian Exchange through Reconstruction

Grades K-4 Objectives

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark	Grade-Level Expectations				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do	Identify why laws and rules are made	Explain how laws and rules are made and changed to promote the <i>common good</i>	Explain and apply the concept of <i>majority rule</i>	Identify and explain why cities make laws and ordinances	Identify and explain why Missouri has a constitution and why the state makes and enforces laws
Citizens have both rights and responsibilities		List the rights and responsibilities of citizens	Explain the rights of citizens	Discuss and apply responsibilities of citizens, including respect for the rights of others and treating others fairly (justice)	Identify rights included in the Bill of Rights, including freedoms of religion, speech and press, to assemble peacefully, to petition the government and to be treated fairly by the government
Understanding of the main purposes of U.S. documents				State the main purposes of The Declaration of Independence Identify the purpose of the Constitution	Explain the major purpose of the Constitution and the Bill of Rights
Knowledge of the symbols of our nation	Identify the flag as a symbol of our nation Recite the Pledge of Allegiance	Recognize and explain the significance of the following national symbols: + the Statue of Liberty + the Nation's capitol	Describe the importance of the Pledge of Allegiance	Explain why the National Anthem is a symbol of our nation	

Grades K-4

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Standard 2. Missouri, U.S. and World History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmark	Grade-Level Expectations				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Famous Missourians Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times					<p>Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton</p> <p>Locate and describe settlements in Missouri of people of European and African heritage</p> <p>Outline issues of Missouri statehood and the Missouri Compromise when Missouri became a state, why statehood was difficult to obtain and Missouri as a slave state</p> <p>Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West</p> <p>State Missouri's role in the Civil War, i.e., Missouri as a border state</p> <p>Describe the changes in Missouri since the Civil War in education, transportation and communication</p>
US History		Describe the contributions of non-Missourians students typically study in K-4 programs, i.e., George Washington, Abraham Lincoln	Compare and contrast the habitats, resources, art and daily life of Native American peoples, Woodland and Plains Indians	Describe the contributions of Martin Luther King, Jr.	<p>Describe the contributions of Thomas Jefferson</p> <p>Sequence and describe the importance of:</p> <ul style="list-style-type: none"> + The Louisiana Purchase + The Lewis and Clark Expedition <p>Evaluate the impact of westward expansion on Indians in Missouri</p>
World History	NA	NA	NA	NA	NA

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark	Grade-Level Expectations				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Knowledge of democratic principles of governance, especially as applied to school, community and state	Participate in a democratic decision-making processes Explain how to resolve disputes peacefully in the classroom and on the playground	Examine how individual rights are protected Propose peaceful resolutions of disputes in the classroom and on the playground	Explain the importance of promoting the <i>common good</i> Demonstrate a peaceful resolution to a dispute Explain how disputes can threaten the peace in a community and how they are and may be resolved peacefully	Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc	
A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems	Describe how groups need to make decisions and how those decisions are made in families and classrooms	Describe how authoritative decisions are made, enforced and interpreted within schools	Describe how authoritative decisions are made, enforced and interpreted within local communities	Describe how authoritative decisions are made, enforced and interpreted within the national government	Describe how authoritative decisions are made, enforced and interpreted within the state government
Identification of the functions of the three branches of government	Explain what it means to make rules and how it is necessary to carry out or enforce rules	Explain what it means to make, enforce (carry out) and interpret rules (i.e., explain what rules mean in specific cases)		Identify and explain the functions of the three branches of government in the federal government	Identify and explain the functions of the three branches of government in the state government

Standard 4. Economic Concepts and Principles

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark	Grade-Level Expectations				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events	Identify examples of <i>scarcity</i> Identify examples of <i>opportunity cost</i>	Identify private goods and services Describe the relationships among consumers, consumption, producers and production	Show how people trade using money and bartering	Identify and explain public goods and services Distinguish among natural, capital and human resources	Compare saving and investment Explain supply and demand
Economic Decision-making			Explain how to make decisions using cost-benefit analysis	Conduct a cost-benefit analysis	Interpret past, explain present and predict future consequences of economic decisions (decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment)
Knowledge of the existence and purposes of taxes				Identify taxes students experience, such as sales taxes List how tax moneys are used, who benefits from tax-supported services and who pays for those services	Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes
Knowledge of how households, businesses and governments are interdependent					Explain how decisions of households, businesses and governments affect one another

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark	Grade-Level Expectations				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Knowledge of how to read and construct maps	Identify maps and globes as geographic tools	Read maps Use a compass rose to identify cardinal directions	Construct maps with title and key	Read and construct maps Use a compass rose to identify intermediate directions	Construct and interpret maps
Geography of Missouri and the US: Location		Locate a place by pointing it out on map and by describing its <i>relative location</i> (description of a location by explaining where the place is in relation to one or more other places)	Identify and locate the world's seven continents and four oceans	Identify and locate the Mississippi and Missouri Rivers Identify the states bordering Missouri Describe and use <i>absolute location</i> using a grid system	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph
Geography of Missouri and the US: Place			Identify and describe <i>physical characteristics</i> in the world (landforms, water bodies, etc.)	Identify and describe <i>physical characteristics</i> (climate, natural vegetation, animal life, etc.)	Describe various <i>ecosystems</i> in Missouri and the United States and draw conclusions about physical factors that influence them
Relationships within Places (Human-Environment Interactions) (Movement)			Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products and ideas Describe different types of communication and transportation and identify their advantages and disadvantages	Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other Describe how changes in communication and transportation technologies affect people's lives	Describe human characteristics of a place (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) Describe how people are affected by, depend on, adapt to and change their environment
Uses of Geography to interpret, explain and predict			Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)		Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)
Regions			Define regions (i.e., as places that have some unifying characteristic—political, climatic, language, physical, etc.)	Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district)	Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)

Standard 6. Relationships of Individual and Groups to Institutions and Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark	Grade-Level Expectation				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Knowledge of how people have common needs and how those needs are met	Name common physical, social and emotional needs	Explain how people have common physical, social and emotional needs	Describe how needs are met by families and friends	Compare how people’s needs have been met in different ways in different cultures and times Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)	Analyze how needs are met by groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.) Evaluate constructive processes or methods for resolving conflicts

Standard 7. Tools of Social Science Inquiry

Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark	Grade-Level Expectation				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Knowledge of how to identify, select, use and create appropriate resources for social science inquiry	<p>Identify visual, graphic and auditory aids (posters and recordings)</p> <p>Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify library and media resources (videos, computers, newspapers, periodicals and books)</p> <p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify visual, graphic and auditory aids (globes, maps)</p> <p>Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify library and media resources (videos, computers, newspapers, books and periodicals)</p> <p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify and select visual, graphic and auditory aids (graphs and charts)</p> <p>Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify and select library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, books, newspapers)</p> <p>Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify, select and use visual, graphic and auditory aids (timelines and diagrams)</p> <p>Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify and use library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, newspapers)</p> <p>Identify, use and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify, select and use visual, graphic and auditory aids</p> <p>Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify and use library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, newspapers and cartoons)</p> <p>Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p> <p>Create maps, timelines, diagrams and cartoons</p>

Grades 5-8 Objectives

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark	Grade-Level Expectation			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of principles expressed in documents shaping constitutional democracy in the United States	<p>Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed</p> <p>Identify important principles in the Constitution including:</p> <ul style="list-style-type: none"> + limited government + rule of law + majority rule + minority rights + separation of powers + checks and balances <p>Identify important principles in the Bill of Rights such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)</p>	<p>Identify responsibilities governments and citizens need to accept to become effective in a constitutional democracy</p> <p>Define the following:</p> <ul style="list-style-type: none"> + limited government + rule of law + majority rule + minority rights 	<p>Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy</p> <p>Compare and contrast the following:</p> <ul style="list-style-type: none"> + limited government + rule of law + majority rule + minority rights 	<p>Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed</p> <p>Analyze important principles in the Constitution including:</p> <ul style="list-style-type: none"> + limited government + rule of law + majority rule and minority rights + separation of powers + checks and balances + amendment process + federalism (i.e., as regards federal and state, powers being shared, delegated and reserved) + popular sovereignty + due process of law (see Amendments V & XIV) + voting by citizens, especially as later amendments were passed <p>Apply important principles of the Bill of Rights such as:</p> <ul style="list-style-type: none"> + basic rights and freedom (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) + protections against the government (fair trials, rights of accused, due process of law, etc.) <p>Apply knowledge of responsibilities governments and citizens need to accept in order to carry out the principles listed above</p>

Standard 2a. American History

Knowledge of continuity and change in the history of Missouri, the United States, and the world

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of causes, consequences and general sequences of events and developments in U.S. history and of the roles people played in them	<p>Summarize the viability and diversity of Native American cultures before Europeans came</p> <p>Outline the discovery, exploration and early settlement of America</p> <p>Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the Americans were successful</p> <p>Relate the drafting of the Constitution and the formation of a new nation</p> <p>Investigate the causes and consequences of Westward Expansion, including:</p> <ul style="list-style-type: none"> + Texas and the Mexican War + Oregon Territory + The California Gold Rush <p>Examine cultural interactions among these groups:</p> <ul style="list-style-type: none"> + Native Americans + Immigrants from Europe + Africans brought to America <p>Identify political, economic and social causes and consequences of the Civil War and Reconstruction</p>			<p>Justify the drafting of the Constitution and examine its effects on the formation of a new nation</p> <p>Assess the significance of Westward Expansion, including:</p> <ul style="list-style-type: none"> + The Louisiana Purchase + The Lewis and Clark Expedition + The Missouri Compromise + Texas and the Mexican War + Oregon Territory + The California Gold Rush <p>Summarize reform movements, such as:</p> <ul style="list-style-type: none"> + abolitionism + the women’s movement + Jacksonian Democracy <p>Analyze the viability and diversity of Native American cultures before Europeans came</p> <p>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction</p> <p>Evaluate the importance of the discovery, exploration and early settlement of America</p> <p>Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the Americans were successful</p> <p>Analyze cultural interactions among these groups:</p> <ul style="list-style-type: none"> + Native Americans + Immigrants from Europe + Africans brought to America

Standard 2b. World History

Knowledge of continuity and change in the history of the world (World History)

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Students should possess a general knowledge of cultures (literature, architecture, government, art, religion, music, technology, recreation, etc.) that preceded the era of Columbus and their contributions		<p>Examine River Civilizations, including:</p> <ul style="list-style-type: none"> + Ancient Egypt in North Africa (pyramids and mathematics) + India (religions and culture) + Mesopotamia (beginnings of civilization) + China (technological advances) <p>Distinguish between Greek civilization and the Roman empire regarding:</p> <ul style="list-style-type: none"> + origins of democracy + rule of law + government structures <p>Investigate Europe in the Middle Ages, including:</p> <ul style="list-style-type: none"> + rise of kingdoms + feudalism + the Crusades <p>Investigate Feudal Japan, including:</p> <ul style="list-style-type: none"> + rise of war lords + art <p>Examine the Maya, Aztec, and Inca cultures</p> <p>Investigate African Empires, including:</p> <ul style="list-style-type: none"> + agriculture, arts, gold production and the trans-Saharan caravan trade + spread of Islam into Africa 		

Standard 3. Principles & Processes of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of principles and process of government	Identify <i>limited and unlimited government</i>	Define <i>limited and unlimited governments</i> (i.e., democratic and authoritarian governments) and how people's lives vary under these systems	Compare and contrast <i>limited and unlimited governments</i> (i.e., democratic and authoritarian governments) and how people's lives vary under these systems	
Knowledge of principles and processes of governments in a democracy				<p>Assess rights and responsibilities of individuals</p> <p>Explain how laws are made, interpreted and enforced</p> <p>Explain how leaders are selected</p> <p>Explain how power is distributed among individuals and branches of government</p> <p>Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)</p>
Knowledge of local, state and national governments in the United States	Distinguish between powers and functions of local, state and national government			<p>Give examples of how local, state, and national governments impact people's lives</p> <p>Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff, and defense, civil vs. criminal law, court procedures)</p>

Standard 4. Economic Concepts & Principles

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark	Grade-Level Expectation			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of economic concepts	Apply the following economic concepts: + scarcity + supply and demand + trade-offs (opportunity cost)	Apply the following economic concepts: + <i>scarcity</i> + <i>supply and demand</i> + <i>specialization</i> of regions, nations and individuals (trade) + <i>trade-offs (opportunity cost)</i> + income, wealth and <i>sources of wealth</i>	Apply the following economic concepts: + <i>investment</i> + <i>productivity</i> + <i>Gross Domestic Product (GDP)</i> + <i>inflation</i> + <i>profit</i> and <i>profit motive</i>	Apply the following economic concepts: + <i>business cycle</i> (expansion, recession, depression) + unemployment + <i>market economy</i>
Knowledge of the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy	Identify the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy			Assess the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy
Knowledge of how to interpret the past, explain the present and predict the future	Interpret the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions
Knowledge of the consequences of personal and public economic decisions		Identify the consequences of personal and public economic decisions	Explain the consequences of personal and public economic decisions	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes

Standard 5. Elements of Geographical Study & Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them	Use geographic research sources to acquire information and answer questions Construct maps	Use geographic research sources to acquire and process information to answer questions and solve problems Construct maps	Use geographic research sources to process and report information to solve problems and make predictions Construct maps	Use and evaluate geographic research sources to process and report information to solve problems and make predictions Construct maps
Knowledge of the geography of Missouri, the United States, the Americas and world to make predictions and solve problems: Location	Locate cities of Missouri and the United States Locate states and major topographic features of the United States Locate and describe real places using absolute and relative location	Locate major cities and nations of the world Locate the world's continents, oceans and major topographic features Locate and describe real places using absolute and relative location	Locate major cities and nations of the world Locate the world's continents, oceans and major topographic features Locate and describe real places using absolute and relative location	Locate states of the United States Locate cities and topographic features of the United States Locate and describe real places using absolute and relative location
Place	Identify physical characteristics, such as climate, topography, relationship to water and ecosystems Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Describe physical characteristics, such as climate, topography, relationship to water and ecosystems Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Explain physical characteristics, such as climate, topography, relationship to water and ecosystems Explain human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems Analyze human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system
Physical Systems			Describe how physical processes shape the physical environment Describe a variety of ecosystems and explain where they may be found and how physical processes and human activities may change them	
Human Systems	Identify major patterns of population distribution, demographics and migrations in the United States	Describe major patterns of population distribution, demographics and migrations in the world and the impact of those patterns on cultures and community life		Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life

Standard 5. Elements of Geographical Study & Analysis (*continued*)

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Human-Environment Interactions		<p>Identify world-wide patterns of resource distribution</p> <p>Identify how technology and culture influence resource use</p> <p>Identify environmental consequences of how people use resources</p> <p>Identify the effect of natural forces upon human activities</p>	<p>Identify world-wide patterns of resource distribution</p> <p>Identify how technology and culture influence resource use</p> <p>Identify environmental consequences of how people use resources</p> <p>Identify the effect of natural forces upon human activities</p>	
Movement		<p>Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources</p>	<p>Explain causes and effects of migration streams, movements of people to job markets and barriers to human movement and how people overcome such barriers</p>	<p>Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas</p>
Regions	<p>Identify different kinds of regions in the U.S.</p>	<p>Compare regions and predict how human life in one region in the world would differ from that in another</p>	<p>Explain how regions of the world relate to one another and change over time</p>	<p>Explain how regions of the U.S. relate to one another and change over time</p>
Uses of geography	<p>Use geography to interpret the past, explain the present and plan for the future</p>	<p>Use geography to interpret the past, explain the present and plan for the future</p>	<p>Use geography to interpret the past, explain the present and plan for the future</p>	<p>Use geography to interpret the past, explain the present and plan for the future</p>

Standard 6. Relationships of Individual & Groups to Institutions & Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of relationships of the individual and groups to institutions and cultural traditions	<p>Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities, in the U.S. and other cultures</p> <p>Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group</p> <p>Identify how ideas, concepts and traditions have changed over time in the US</p>	<p>Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities, in other cultures</p> <p>Describe how cultural traditions, human actions and institutions affect people's behavior</p> <p>Describe how ideas, concepts and traditions have changed over time</p> <p>Identify how personal and group experiences influence people's perceptions and judgments of events</p>	<p>Analyze how cultural traditions, human actions and institutions affect people's behavior</p> <p>Evaluate constructive processes or methods for resolving conflicts</p> <p>Identify how laws and events affect members of and relationships among groups</p>	<p>Analyze how ideas, concepts and traditions have changed over time</p> <p>Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group</p> <p>Describe how laws and events affect members of groups and relationships among groups</p> <p>Assess how personal and group experiences influence people's perceptions and judgments of events</p>

Standard 7. Tools of Social Science Inquiry

Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark	Grade-Level Expectations			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Knowledge of how to identify, select, use & create appropriate resources for social science inquiry	Select, investigate and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions Create maps, graphs, timelines, charts and diagrams to communicate information Use technological tools for research and presentation Distinguish between fact and opinion and recognize bias and points of view Identify, research and defend a point of view/position			

Grades 9-12 Objectives

Standard 1. Principals of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of the principles of constitutional democracy in the United States	<p>Examine the changing roles of government in the context of the historical period being studied:</p> <ul style="list-style-type: none"> + philosophy + limits + duties + checks and balances + separation of powers + federalism <p>Analyze the roles and influence of political parties and interest groups</p> <p>Assess the changing role of the following:</p> <ul style="list-style-type: none"> + checks and balances + <i>separation of powers</i> + <i>federalism</i> <p>Define and explain judicial review</p>	<p>Apply the following concepts to historical and contemporary issues:</p> <ul style="list-style-type: none"> + checks and balances + <i>separation of powers</i> + <i>federalism</i> + representation + <i>popular sovereignty</i> + due process of law + judicial review <p>Determine the civic responsibilities of an individual</p> <p>Identify and give examples of democracies and republic</p> <p>Assess the changing roles of government</p> <ul style="list-style-type: none"> + philosophy + limits + duties <p>Describe the historical foundations of the U.S. governmental system</p> <p>Evaluate the roles and influence of political parties and interest groups</p>		<p>Examine changes in democracy and republics over time</p> <p>Apply the following in the context of the historical period being studied:</p> <ul style="list-style-type: none"> + democracy + republic + changing role of government + representation 	
Understanding of the relevance and connection of constitutional principles		<p>Examine the relevance and connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> + Mayflower Compact + Declaration of Independence + Articles of Confederation + U.S. Constitution + Federalist Papers + Amendments to Constitution, emphasizing Bill of Rights + Key Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Board of Education of Topeka) 		<p>Examine the relevance and connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> + Magna Carta + Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory 	

Standard 2a. American History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmarks	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of United States and Missouri history addresses significant events, people, ideas, trends and conflicts with concern for chronology, causes, consequences and relationships; the 11th-grade assessment will be an overview of U.S. history with an emphasis on post-1880 events	<p>Examine the migrations of people from many regions of the world, the cultures and religious traditions that have contributed to America’s history and their interactions</p> <p>Analyze the evolution of American democracy, its ideas, institutions and political processes from colonial days to the present to include:</p> <ul style="list-style-type: none"> + Civil War and Reconstruction + struggle for civil rights + expanding role of government <p>Describe and evaluate the evolution of United States domestic and foreign policies to include:</p> <ul style="list-style-type: none"> + Isolationism + Manifest Destiny + imperialism + two world wars + The New Deal + Cold War + global <i>interdependence</i> <p>Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values and science and technology)</p> <p>Analyze Missouri history as it relates to major developments of U.S. history to include:</p> <ul style="list-style-type: none"> + exploration and settlement + mid 1800’s (conflict and war) + urbanization/industrialization, post-industrial societies 	<p>Analyze the evolution of American democracy, its ideas, institutions and political processes from colonial days to the present to include:</p> <ul style="list-style-type: none"> + the American Revolution + the Constitution and amendments + the Civil War and Reconstruction + struggle for civil rights + expanding role of government 			<p>Examine the historical development of the American economy to include:</p> <ul style="list-style-type: none"> + the impact of geographic factors + the role of the frontier and agriculture + the impact of technological change and urbanization, on land, resources, society, politics and culture + the changing relationships between government and the economy

Standard 2b. World History

Knowledge of the continuity and change in the history of the world (World History)

Benchmarks	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of world history			Outline the major demographic changes and migrations from prehistoric times to the present, including their causes and consequences	<p>Describe the dominant characteristics, contributions of and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times</p> <p>Survey the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments</p> <p>Assess the First Global Age (c. 1450-c.1770), including <i>The Columbian Exchange</i>, the origins and consequences of European overseas expansion, the effect of European arms and economic clout on other parts of the world, resulting transformations in the Americas, Africa, Asia and Europe and conflicts among European maritime and land powers</p> <p>Discuss the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world</p> <p>Evaluate the Enlightenment, including its principle ideas, its antecedents, and its challenge to absolutist monarchies and others on its effects on world history</p>	Analyze the evolution of diverse economic theories and practices, such as manorialism, mercantilism, laissez-faire capitalism and socialism, and the social and political effects these have had on various societies

Standard 2b. World History *(continued)*

Knowledge of continuity and change in the history of the world (World History)

Benchmarks	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of world history <i>(Continued)</i>				Identify the major revolutions of the 18 th and 19 th centuries, including political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political, and economic globalization, comparisons and contrasts) Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism, and the social and political effects these have had on various societies Examine the total wars of the twentieth century (i.e., World Wars I and II), including causes, comparisons, consequences and peace efforts Evaluate European and Japanese imperialism of the late 19 th and 20 th century and the independence movements in Africa and Asia (causes, reactions, short- and long-term consequences) Outline major demographic changes and migrations from prehistoric times to the present, including their causes and consequences	

Standard 3. Principles & Processes of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of principles and processes of governance systems	<p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> + <i>limited government</i> + <i>majority rule</i> and minority rights + constitution and civil rights + checks and balances + merits of the above principles 	<p>Describe the purposes and structure of laws and government (with emphasis on the federal and state governments)</p> <p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p> <p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> + <i>limited government</i> + <i>majority rule</i> and minority rights + constitution and civil rights + checks and balances + merits of the above principles <p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> + selection of political leaders (with an emphasis on presidential and parliamentary systems) + functions and styles of leadership (including authoritarian, democratic and laissez faire) + governmental systems + how laws and rules are made, enforced, changed and interpreted 		<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p> <p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> + selection of political leaders (with an emphasis on presidential and parliamentary systems) + functions and styles of leadership (including authoritarian, democratic, and laissez faire) + governmental systems + how laws and rules are made, enforced, changed and interpreted 	

Standard 4. Economic Concepts and Principles

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmarks	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	<p>Apply the following major economic concepts in the context of the historical period studied:</p> <ul style="list-style-type: none"> + <i>scarcity</i> + <i>opportunity cost</i> + <i>factors of production (human resources, natural resources and capital resources)</i> + <i>supply and demand (shortages and surpluses)</i> + <i>Gross Domestic Product</i> + <i>savings and investment</i> + <i>business cycle</i> + <i>profit</i> + <i>government regulation and deregulation</i> + <i>budgeting</i> + <i>income</i> + <i>unemployment and full employment</i> + <i>inflation and deflation</i> <p>Analyze the roles people, business and government play in economic systems, such as:</p> <ul style="list-style-type: none"> + <i>monetary policy</i> (why the Federal Reserve System influences interest rates and money supply) + <i>fiscal policy</i> (government taxation and spending) + how monopolies affect people's lives and how they are regulated + how boycotts, strikes and embargoes affect trade and people's options + why businesses may choose to build in or move to other regions or countries 	<p>Assess the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>			<p>Compare and contrast <i>economic systems</i> (traditional, market, command and mixed)</p> <p>Apply major economic concepts, such as:</p> <ul style="list-style-type: none"> + <i>scarcity</i> + <i>opportunity cost</i> + <i>factors of production (human resources, natural resources and capital resources)</i> + <i>supply and demand (shortages and surpluses)</i> + <i>Gross Domestic Product</i> + <i>savings and investment</i> + <i>business cycle</i> + <i>profit</i> + <i>government regulation and deregulation</i> + <i>budgeting</i> + <i>income</i> + <i>unemployment and full employment</i> + <i>inflation and deflation</i> <p>Evaluate the roles people, business and government play in economic systems, such as:</p> <ul style="list-style-type: none"> + <i>monetary policy</i> (why the Federal Reserve System influences interest rates and money supply) + <i>fiscal policy</i> (government taxation and spending) + how monopolies affect people's lives and how they are regulated + how boycotts, strikes and embargoes affect trade and people's options + why businesses may choose to build in or move to other regions or countries

Standard 4. Economic Concepts and Principles *(continued)*

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) <i>(Continued)</i>	<p>Determine the economic consequences of personal and public decisions</p> <p>Survey the functions and effects of major economic institutions of the U.S. economy, such as corporations, labor unions and financial institutions</p> <p>Explain the U.S. role in the global economy and of the roles of trade, treaties, international organizations and <i>comparative advantage</i> in the global economy</p> <p>Examine the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>				<p>Evaluate the economic consequences of personal and public decisions</p> <p>Analyze the functions and effects of major economic institutions of the U.S. economy, such as corporations, labor unions and financial institutions</p> <p>Explain the roles of trade, treaties, international organizations and <i>comparative advantage</i> in the global economy</p> <p>Analyze the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment	<p>Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems</p> <p>Locate major cities of Missouri, the United States and world, states of the United States and many of the world's nations, the world's continents and oceans and major topographic features of the United States and world</p> <p>Communicate locations of places by creating maps and by describing their <i>absolute locations</i> and <i>relative locations</i></p> <p>Describe <i>physical characteristics</i> and <i>human characteristics</i> that make specific places unique</p> <p>Explain how and why places change</p> <p>Explain how and why different people may perceive the same place in varied ways</p> <p>Distinguish major patterns and issues with regard to population distribution, <i>demographics</i>, settlements, migrations, cultures and economic systems in the United States and world</p> <p>List and explain criteria that give <i>regions</i> their identities in different periods of U.S. world history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how regions relate to one another</p> <p>Explain how and why regions change</p>		<p>Use and evaluate geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) to interpret Earth's physical and human systems</p> <p>Identify and solve geographic problems</p> <p>Construct maps</p> <p>Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems</p> <p>Locate major cities of Missouri, the United States, and world, states of the United States and many of the world's nations, the world's continents and oceans and major topographic features of the United States and world</p> <p>Communicate locations of places by creating maps and by describing their <i>absolute locations</i> and <i>relative locations</i></p> <p>Describe physical characteristics and human characteristics that make specific places unique</p> <p>Explain how and why places change</p> <p>Explain how and why different people may perceive the same place in varied ways</p> <p>Explain how physical processes shape the earth's surface</p> <p>Describe the distribution and characteristics of ecosystems, the forces that have led to their formation and how they vary in biodiversity and productivity</p>	<p>Describe <i>physical characteristics</i> and <i>human characteristics</i> that make specific places unique</p> <p>Explain how and why places change</p> <p>Explain how and why different people may perceive the same place in varied ways</p> <p>List and explain criteria that give <i>regions</i> their identities in different periods of world history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how regions relate to one another</p> <p>Explain how and why regions change</p>	<p>Explain how technology has expanded people's capacity to modify the physical environment</p> <p>Identify how changes in the physical environment may reduce the capacity of the environment to support human activity</p> <p>Identify and evaluate policies and programs related to the use of resources</p> <p>Explain the factors that account for patterns in trade and human migration</p> <p>Describe the major effects of changes in patterns of the movement of people, products and ideas</p> <p>Identify issues pertaining to the movement of people, products and ideas and propose and evaluate ways to address those issues</p>

Standard 5. Elements of Geographical Study and Analysis *(continued)*

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment <i>(Continued)</i>			<p>Discuss major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world</p> <p>Explain how technology has expanded people's capacity to modify the physical environment</p> <p>Identify how changes in the physical environment may reduce the capacity of the environment to support human activity</p> <p>Identify and evaluate policies and programs related to the use of resources</p> <p>Explain the factors that account for patterns in trade and human migration</p> <p>Describe major effects of changes in patterns of the movement of people, products and ideas</p> <p>Identify issues pertaining to the movement of people, products and ideas and propose and evaluate ways to address those issues</p> <p>List and explain criteria that give regions their identities in different periods of U.S. and world history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how regions relate to one another</p> <p>Explain how and why regions change</p> <p>Use geography to interpret the past, explain the present and plan for the future</p>		

Standard 6. Relationships of Individuals & Groups to Institutions & Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark	Grade-Level Expectations				
	US History <small>(Required by RSMO 170.011)</small>	Government <small>(Required by RSMO 170.011)</small>	Geography	World History	Economics
Relationships of individual and groups to institutions and traditions	Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects				
	Identify the consequences that can occur when: <ul style="list-style-type: none"> + institutions fail to meet the needs of individuals and groups + individuals fail to carry out their personal responsibilities 				
	Determine the causes, consequences and possible resolutions of cultural conflicts				
	Describe the major social institutions (such as family, education, religion, economy, and government) and how they fulfill human needs				
	Illustrate the major ideas and beliefs of different cultures				
	Determine the causes, consequences and possible resolutions of cultural conflicts				
	Describe the major social institutions, (such as family, education, religion, economy and government) and how they fulfill human needs				

Standard 7. Tools of Social Science Inquiry

Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark	Grade-Level Expectations				
	US History (Required by RSMO 170.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
Tools of social science inquiry	Develop a research plan and identify appropriate resources for investigating social studies topics Distinguish between fact and opinion and analyze sources to recognize bias and points of view Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continuums, written resources, art and artifacts Create maps, charts, diagrams, graphs, timelines and political cartoons Distinguish between fact and opinion and analyze sources to recognize bias and points of view Interpret statistics, charts, diagrams, graphs, timelines, political cartoons, audiovisual materials, continuums, written resources Create charts, diagrams, graphs and political cartoons Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continuums, written resources, ar, and artifacts Create maps, charts, diagrams, graphs Distinguish between fact and opinion and analyze sources to recognize bias and points of view Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continuums, written resources, art and artifacts Create maps, charts, diagrams, graphs, timelines Interpret maps, statistics, charts, diagrams, graphs, audiovisual materials, continuums and written resources Create such items as charts, diagrams and graphs				